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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new or expanding private industries, this module contains three sequential learning activities on setting up learning centers for an industry services program. The first learning activity is designed to provide the learner with the needed background information on learning centers and their use for individualized instruction on an individual or small-group basis. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to set up a learning center in a real work situation, e.g., when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a learning center planning worksheet, and sample sequence chart, sample course rules, and sample progress chart are appended for guidance in performing the learning activities. (This module is the last in a group of seven on preparing training materials.) (JT)

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MODULE NUMBER VIII-G

SETTING UP LEARNING CENTERS FOR INDUSTRY SERVICES PROGRAMS

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SELF-PACED

INSTRUCTIONAL MODULE

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INSTRUCTIONAL PROCEDURE

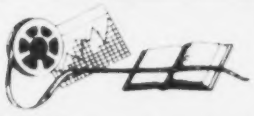
This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished. Case study information is also presented to guide you in setting up a learning center in a simulated situation.

The first learning activity is designed to provide you with the needed **background information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to set up a learning center in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on page 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

* If you already have the necessary **background information** required for setting up a learning center, you may not need to complete **Learning Activity I**, p. 4 .
* If you already have had practice in setting up a learning center, you may not need to complete **Learning Activity II**, p. 15 .
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 16 , and attempt to set up a learning center when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.



SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, more has been written on this topic. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

This module may be used in conjunction with the following modules: module number VIII-B, **Developing Performance Objectives**; and module number VIII-C, **Determining Types of Instructional Methods and Media**.

Learning Activity I

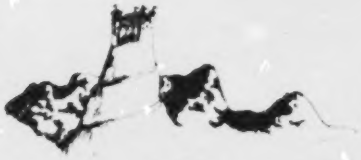
* Mager Associates, Inc. "You Can Hear the Learning Happen." Filmstrips and Tape. Altos Hills, California 94002: Mager Associates Inc., 13245 Rhoda Drive, 1974.
* Postlethwait, S. N.; Novak, J.; and Murray, H.T., Jr. **The Audio-Tutorial Approach to Learning**. Minneapolis, Minnesota 55435: Burgess Publishing Company, 7108 Ohms Lane, 1972.

Learning Activity II

* (None)

Check-Out Activity

* Access to an instructor who has implemented individualized instruction
* Access to an industry representative



OBJECTIVES

I. After completing the required reading, take the learner self-test to demonstrate you have attained the knowledge of setting up a learning center. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated experiences in setting up a learning center in a practice situation. Your work must conform to the worksheet and checklist provided. **(Learning Activity II)**

III. In an actual work situation, set up a learning center for an industry training program. Satisfactory performance will be realized when all items on the performance checklist (Appendix A) are rated "yes." **(Check-Out Activity)**

SETTING UP LEARNING CENTERS FOR INDUSTRY SERVICES PROGRAMS

INTRODUCTION

Occasionally, an industry will need an unusually small number of trained personnel for specialized jobs. However, training for small numbers of personnel may need to be continued over a long period of time. In order to provide trained personnel in the numbers and sequence needed by industry, the training must be provided on an individual or small-group basis. Learning centers may be set up in rooms separate from regular training or work facilities to accommodate individuals or small numbers of trainees. This module provides an outline for setting up industry services learning centers for individualized instruction.

LEARNING ACTIVITY I: INFORMATION

You should study the information presented in the following section. You may wish to read more on the subject from the references listed in the section on **Supplementary Teaching/Learning Aids**. After reading these materials, you will demonstrate knowledge of setting up a learning center by completing the **Learner Self-Test**, p. 9 . You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**, p. 13 .

I. TERMS UNIQUE TO MODULE

A. **Learning center.** An area in a classroom, library, shop, laboratory, or industry supplied with instructional materials, media, and support equipment.

B. **Learner-paced instruction.** The attainment of performance objectives largely through self-initiative.

II. PRELIMINARY TASKS

A. **Define and sequence performance objectives.** The goals of the training program must be clearly stated and understood. All aspects of the teaching process are dependent upon the performance objectives. See module number VIII-B, **Developing Performance Objectives**, for additional information on developing and sequencing performance objectives.

B. **Define learner activities.** In conjunction with stating the objectives, the means by which the objectives are to be attained should also be determined. This step will indicate the essential elements needed to set up the learning center. See module number VIII-C, **Determining Instructional Methods and Media**, for additional information on defining learner activities.

C. **Organize and sequence learning activities.**

III. TYPES OF LEARNING CENTERS

A. **Partitioned area in existing classroom or laboratory**

B. **Converted classroom or laboratory**

C. Mobile facility

D. Training room within an industry facility

IV. CHARACTERISTICS OF A LEARNING CENTER

A. **A learning center is designed for open-entry and open-exit instruction.** Trainees enroll in the program when job opportunities are open, and exit the program as soon as specified skills are developed.

B. **A learning center is self-contained in that all instructional aids needed are available in the center.**

C. **Instruction in a learning center is learner-paced.** Trainees negotiate for as much instruction as desired and spend as much time as needed to accomplish training objectives.

D. **All training aids in a learning center are organized and filed for easy reference.**

E. **Instruction in an industry services learning center may be manned on a part-time or full-time basis, depending upon the number of persons enrolled and the time in which the learners are enrolled.**

V. FACTORS TO CONSIDER WHEN SELECTING A LEARNING CENTER

A. Kinds of learning activities

B. Number of trainees enrolled

C. Amount of movement required by trainees while engaging in the learning activities

D. Space for storing teaching materials, supplies, and tools

E. Adequate utility needs, e.g., lighting, water, gas, and electrical outlets

F. Interference from noise, dust, etc.

VI. TEACHING AIDS INCLUDED IN LEARNING CENTERS

It may be necessary to provide a variety of teaching methods and apparatus to meet the individual learning needs of each trainee.

A. **Instructional manuals.** Training manuals keyed to industry needs should be filed in the learning center. These may be available from the local training institution, or from the industry. Backup copies should be provided in the event copies are lost or damaged.

B. **Supplementary instructional media.** In addition to the basic manuals, supplementary materials may be placed on display for use by trainees. These may include:

1. Books covering the subject areas of the training program
2. Magazine articles related to the industry
3. Handbooks depicting industrial standards, rules,regulations, and policies
4. Audiovisual aids, such as videotapes, slide-tape sets, film loops, and motion picture films related to the training objectives

VII. FURNITURE

Learning stations should be provided for the maximum number of trainees anticipated in the program at any given time. Each training station should be equipped with all the necessary items for optimum learning. Some of the more common items required follow:

A. **Study carrel with work table and appropriate audiovisual equipment**
B. **Desk**
C. **Chair**
D. **Work tables**
E. **Storage shelves**

VIII. SUPPLIES, TOOLS, AND EQUIPMENT

The learning center should be stocked with all the supplies, tools, and equipment necessary to achieve the training objectives.

A. **Supplies associated with the learning activities**
B. **Tools associated with the industry tasks**
C. **Equipment appropriate to simulate industry task procedures**
D. **Audiovisual support equipment**

IX. FINANCIAL CONSIDERATIONS

The cost factor must remain within reasonable bounds when planning for the learning center. A list of needed items should be compiled and submitted to the vocational-technical education administrator for approval or modification. The following

criteria may be used to determine how much to spend on the learning center:

A. **Long-term needs for trained workers**

B. **Complexity of skills required**

C. **Complexity of training equipment required**

D. **Interest of citizens in job opportunities**

E. **Interest of community leaders in industry opportunities**

F. **Interest of industry in trained workers**

G. **Wages paid by the industry**

X. MANAGEMENT OF LEARNING CENTERS

A. **Instructor roles**

1. Learning manager for individuals and groups
2. Resource person for learning activities
3. Diagnostician of learner difficulties
4. Deviser of alternative learning experiences
5. Evaluator of learner performance

B. **Learning sequence.** The manager of the learning sequence for each individual enrolled in a training program should be determined by the instructor. The sequence should be based on the objectives learners are expected to complete. An example sequence chart is presented in Appendix B.

C. **Proficiency recordkeeping.** One of the primary problems in the management of learner-paced individualized instruction is that of maintaining records of performance. A progress chart can be used to avoid confusion and misunderstanding. (See Appendix C.)

D. **Program rules and instructions.** To avoid confusion and misunderstandings about what is expected of learners, rules and instructions for proceeding through the program should be clearly specified. Example rules and instructions are provided in Appendix D.

*Continue this learning activity by completing the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to the task of setting up a learning center in a practice situation. Follow the instructions provided with each item. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may wish to refer to appropriate parts of the module information.

1. Before proceeding in setting up the learning center, the industry services leader must know (1) what is to be learned, and (2) how it is to be learned. Check below the items that would answer these questions.

_____ Learner objectives	_____ Instructor activities
_____ Instructor objectives	_____ Industry services leader activities
_____ Institution objectives	_____ Learner activities

2. Which of the following would probably **not** be a factor in selecting a learning center? Circle your answer.
   a. Number of enrollees
   b. Learning activities
   c. Learner manuals
   d. Storage space
3. Name the two major types of teaching aids used in an industry services training program.
   a.
   b.
4. List four furniture items that might be included in the learning center.
   a.
   b.
   c.
   d.

5. The degree to which a learning center can be stocked will depend mainly on the _____ factor.

6. List three requirements for managing a learning center.

   a.

   b.

   c.

ANSWERS TO SELF-TEST

1. Learner objectives
   Learner activities
2. c.
3. a. Instructional manuals
   b. Supplementary instructional media
4. a. Study carrel
   b. Desk
   c. Chair
   d. Work table
   e. Stool
   f. Storage shelves
5. Cost
6. Any three of the following:
   a. Instructor must understand management roles
   b. Learning must be sequenced
   c. Proficiency records must be kept
   d. Program rules and instructions must be clear to learners

*Proceed to the next learning activity for practice in setting up a learning center.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

You will be required to practice setting up a learning center. Several subactivities must be completed before the task is completed. You may wish to refer to appropriate parts of the module information. You must read the **Case Study Information** presented in Appendix E. You must also complete the **Learning Center Planning Worksheet**. You will be evaluating your performance in setting up a learning center in the practice situation using the **Performance Checklist** from Appendix A.

I. Read the **Case Study Information** found in Appendix E. This information will serve as a basis for planning your activities in setting up a learning center for the simulated industry.

II. Use the **Learning Center Planning Worksheet** found in Appendix F to describe your activities in setting up a learning center for the simulated industry presented in the case st :dy information.

III. Use the **Performance Checklist** from Appendix A to check your competency in describing your activities in setting up a learning center for the simulated industry. Satisfactory performance is realized when all items on the checklist are rated "yes."

*Completion of this learning activity should have qualified you to set up a learning center in a real work situation. Proceed to the **Check-Out Activity**.

CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity which follows is intended to be conducted in an actual work situation. It may be completed without completing the two learning activities, if you already have the knowledge and skills to do so.

In an actual work situation, you will be asked to set up a learning center for an industry in your community. You may wish to obtain assistance for setting up the learning center from an instructor who has implemented learner-paced individualized instruction. You must contact an industry representative to obtain job information required for planning and implementing the learning center. You must also have access to information about the persons who will use the learning center. Then, you must complete the following activities: establish the learning activities to be provided; select a facility; equip the facility with necessary learning resources; and develop a plan for managing the learning center. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A) must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A

PERFORMANCE CHECKLIST

Setting up a learning center.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. Learning center modifications were appropriate for the training needs. ☐
2. Equipment, tools, and supplies were adequate for the training needs. ☐
3. The sequence for instruction was appropriate. ☐
4. The chart for keeping progress records was adequate. ☐
5. Learner instructions for using the learning center were adequate. ☐
6. The organization of the equipment, tools, and supplies in the learning center was suitable for the training needs. ☐

☐

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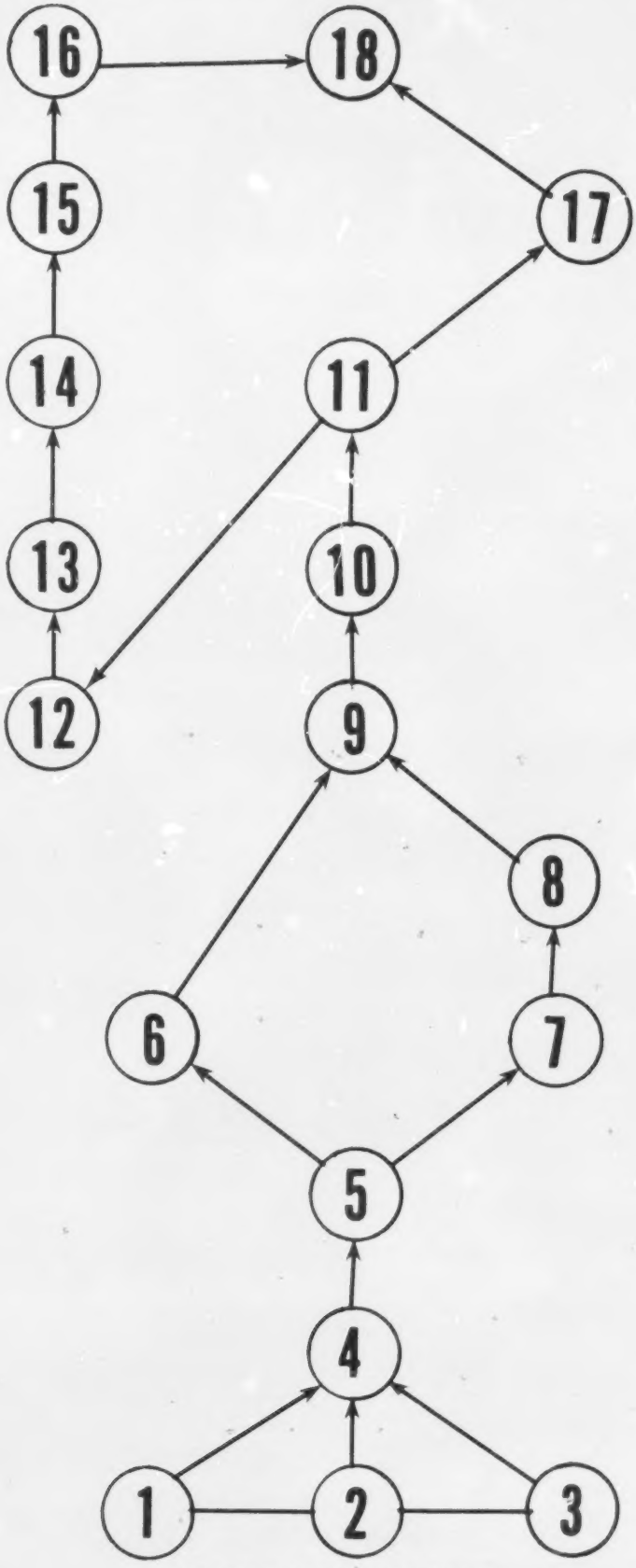
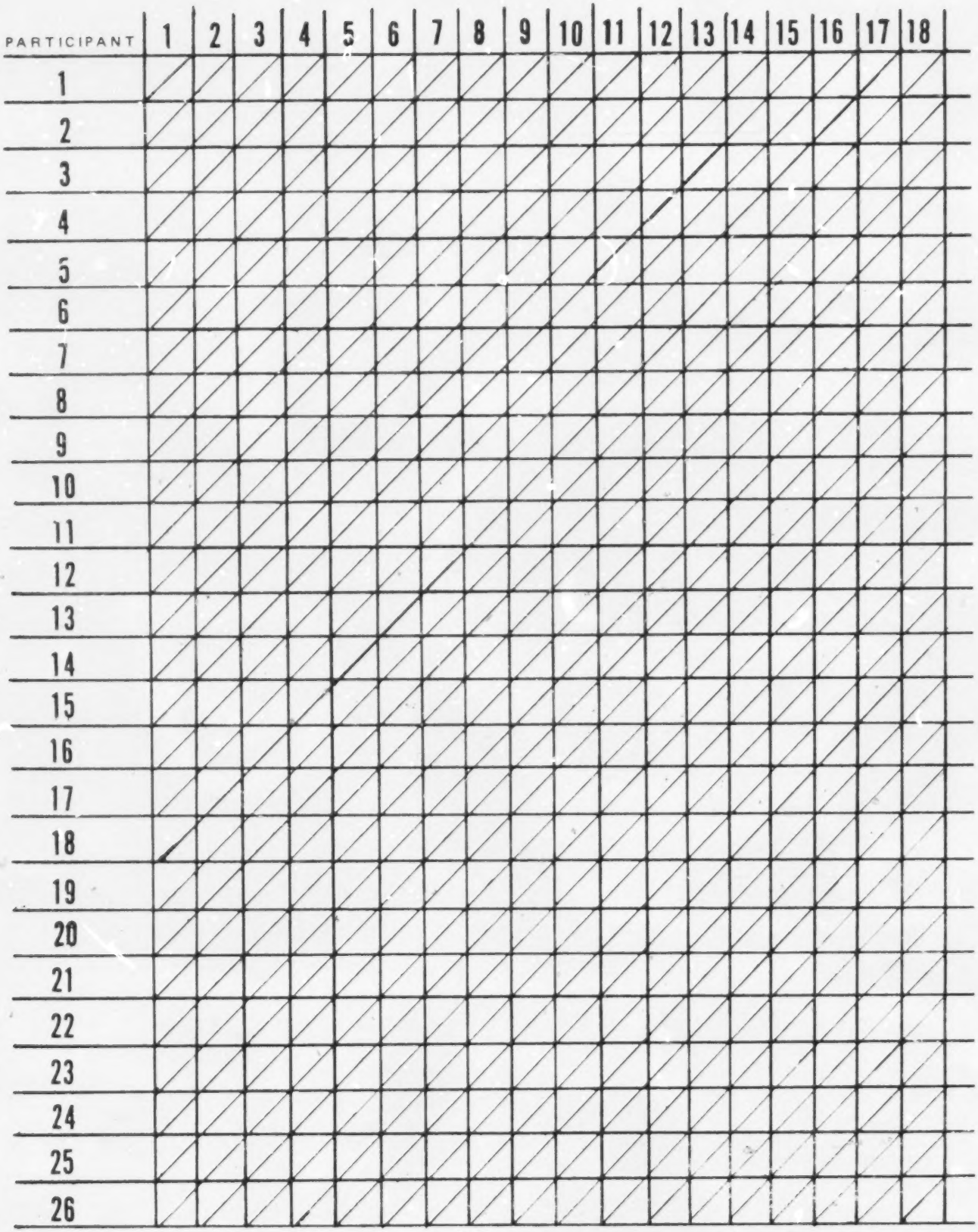


SAMPLE SEQUENCE CHART
APPENDIX B

APPENDIX C
SAMPLE PROGRESS CHART

OBJECTIVES



APPENDIX D

SAMPLE COURSE RULES*

1. You may begin study at either Performance Objective Nos. 1, 2, or 3. (See course map.) Progression from that point is indicated by arrows. Example: Before beginning PO #9, all preceding objectives must have been successfully completed; however, from #5 you may proceed to either #6 or #7.

2. If, after reading the objective, you feel you can demonstrate competence without studying the resources, take the criterion-referenced measure for that objective. However, if you are only guessing, better save everyone's time and study the resources.

3. The resources listed are designed to prepare you for attaining the particular objective under which they appear. It may be unnecessary for you to study every one. The ones you study are optional, except those marked with an [R], in which case that resource is mandatory. If resources so marked are activities other than reading material, the time and place will be indicated on the break-room bulletin board. Check it frequently for such notices.

4. You may study the printed resources in any room except the audiovisual room, where film and tapes are used. Feel free to discuss the materials with other workshop participants. Return resources to the central library as soon as you have finished so that other participants may use them. Please do not check out more than one resource at a time, and do not remove resources from the training area.

5. Upon beginning work on an objective, mark the date in the appropriate block on your Personal Progress Chart, and in the **upper diagonal** of the block opposite your identification number, e.g., [11/] on the criterion-referenced measure for each objective; the course manager will enter the date completed and initial on your personal progress summary. Your completion date will also be entered on the Master Progress Chart, e.g., [11/12].

6. You may take completed criterion-referenced measures to any of the course managers for review. We suggest you look at each other's work as you progress, however, so as to take advantage of various approaches.

*These rules were originally developed by Dale Oliver and Billy Koscheski.

APPENDIX E

CASE STUDY INFORMATION FOR SETTING UP A LEARNING CENTER

A company in your state manufactures fuel line hoses, vacuum tubing, and many other types of rubber hoses and tubing for automobiles, farm machinery, appliances, and industrial equipment. The company officials realize it is impossible to succeed in producing quality rubber hoses and tubing without properly trained personnel. People who are well-informed about their jobs, and have a desire to work in close harmony with others can produce more and higher quality rubber hoses and tubing.

A new company policy was recently implemented by the board of directors. All personnel currently employed by the company, as well as all new employees selected, must complete a short training program within six months. Seventy-five people are now employed with the company. The company is expecting to increase the workforce by five persons during the six-month period. The company uses two shifts of workers. A daytime shift works from 7:30 a.m. to 3:00 p.m. The evening shift works from 3:30 p.m. to 12:00 midnight. All training will be conducted in the plant and on company time.

The following units of instruction must be completed by the workers:

	UNIT TITLE	TIME REQUIRED
1.	Personal characteristics desired of all workers	1 hour
2.	Company philosophy of work and employee relations	1/2 hour
3.	How to express worker concerns to industry management	1/2 hour
4.	Company policies and governmental regulations	1/2 hour
5.	Worker safety	1/2 hour
6.	Orientation to industry jobs and tasks	2 hours
7.	Quality control	1 hour
8.	Directly related knowledge of worker tasks performed	2 hours

	UNIT TITLE	TIME REQUIRED
9.	Standard procedures for task performance	1 hour
10.	Uses of company products, and customer requirements	1 hour
11.	Worker group seminars	3 hours

The company wishes to place most of the responsibility for completing the training program on the employees. Self-paced learning modules have been prepared for each unit described above. Each written unit is accompanied by a videotape, or a slide-tape presentation.

Each unit contains learning activities and tests. The supervisor must schedule each of his/her workers for completing the units, and accurate records must be kept of learner progress. It will be necessary to schedule one-hour group seminars periodically to answer questions, and to cover additional information not contained in the modules. Each department supervisor will also be available to assist his/her associates when necessary, including providing on-the-job instruction.

Two areas in the plant might be used for a learning center. A snack room could be modified to accommodate about five persons at any given time. A large vacant storage room adjacent to the manufacturing facilities also may be used.

The company supervisors have not had previous experience in formal training activities. Therefore, they will need assistance in setting up the learning center and in managing the training program.

APPENDIX F

LEARNING CENTER PLANNING WORKSHEET

THE PROSPECTIVE TRAINEES

1. What group of workers are to be trained?

2. What would likely be their interests and concerns during the training program?

3. How much do they likely know about the industry?

THE PROSPECTIVE TRAINING PROGRAM

1. What type materials have been prepared for the training program?

2. How does the company want the training completed?

SETTING UP THE LEARNING CENTER

1. What would be your choice for a training area in the plant?

2. What modifications will need to be made in the facility?

3. What equipment, tools, and supplies will be needed by the trainees?

MANAGING THE LEARNING CENTER

1. Develop a sequence for completing the units of instruction.

2. Develop a chart for keeping records of learner progress.

3. Develop the instructions for workers to follow in using the learning center.

4. Decide how many sets of modules and accompanying audiovisual materials will be needed in the learning center.

5. Describe how you will organize the learning materials in the center?

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

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